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ABSTRACT

One of seven guides developed to assist vocational-technical institutions in conducting a systemized approach to local evaluation, this introductory guide provides a system overview that includes a rationale, acknowledgements, and design components. Also included are suggestions for implementation and utilization in the local setting. Numerous materials are appended, including the project developmental sequence, schematic, calendar of events for implementation, description of the appearance and design of instruments and principles of interview, the project matrix, and analysis profiles of occupational program needs, individual needs, and institutional needs. All seven guides are a part of an assessment model developed by project LEAP (Local Educational Assessment Program) and are designed to assist the local institution in organizing and delivering an evaluation program that produces institutional, program, and individual improvement in the educational process. (BM)

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Local Educational Assessment Program

Guide 1
Introductory

A Project Developed at
Athens Area Vocational-Technical School
and funded by
The State of Georgia
Department of Education

Kenneth C. Easom
Judy H. Hulsey
Judy L. Taylor
James W. Wilson

June 1, 1978

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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LOCAL EDUCATIONAL ASSESSMENT PROGRAM

A PROJECT FUNDED BY

THE STATE OF GEORGIA

DEPARTMENT OF EDUCATION

AND DEVELOPED AT

ATHENS AREA VOCATIONAL-TECHNICAL SCHOOL

ATHENS, GEORGIA

ROBERT G. SHELNUTT, DIRECTOR

GUIDE 1 ---------- INTRODUCTORY

GUIDE 2 ---------- CONSULTATIVE TEAM EVALUATION

GUIDE 3 ---------- STUDENT PERCEPTIONS

GUIDE 4 ---------- INSTRUCTOR PERCEPTIONS

GUIDE 5 ---------- ADMINISTRATIVE & SUPERVISORY PERCEPTIONS

GUIDE 6 ---------- FOLLOW-UP AND COST ANALYSIS

GUIDE 7 ---------- INSTITUTIONAL, PROGRAM, & STAFF DEVELOPMENT

PROJECT STAFF

KENNETH C. EASOM
ASSOCIATE DIRECTOR FOR INSTRUCTION

JUDY L. TAYLOR
EVALUATION SPECIALIST

JUDY H. HULSEY
COORDINATOR OF INSTRUCTION

JAMES W. WILSON
COORDINATOR OF INSTRUCTION

IRIS S. EDWARDS
PROJECT SECRETARY

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PROJECT LEAP--BACKGROUND INFORMATION

Athens Area Vocational-Technical School desired an improvement model that was intrinsic in design--directed at the local level, conducted by local institutional personnel, and involved the faculty and staff of the institution in an improvement process. Since no available model seemed to meet these criteria, a project was undertaken to develop a comprehensive model that included the desired criteria--thus Project LEAP was launched. The developer staff worked with and was involved in the Project over a two-year period.

During initial development, the "Student Perceptions" and "Consultative Team Evaluation" components were field tested at two different area schools in Georgia. These field tests were conducted in the schools by respective institutional personnel with one of the Project developers present for guidance. After these field tests, further refinement of the instruments, and additional work on procedures, the same two components were sent to a third Georgia area school for local implementation without the aid of a Project developer--the school was on its own with the model.

All components of Project LEAP have been implemented at Athens Area Vocational-Technical School, the developer institution. Observable and measurable improvements have resulted from the comprehensive local evaluation and improvement project.

The developer staff members give Project LEAP their full endorsement. Since evaluation of vocational education programs is now a national mandate, educational institutions need a feasible model that results in improvement. Project LEAP meets this criterion.

I. FOREWORD

Webster defines evaluation as "estimation of worth." Therefore, evaluation has traditionally met with adversity because of the threatening connotations associated with "to determine worth."

Evaluation as approached by this model is for improvement and growth--growth of the individual, the program, and the institution.

Why should local vocational-technical educational institutions evaluate? Essentially this question can be answered in two ways: (1) Because it is mandated or (2) Because of an intrinsic desire to improve.

Although the scope of this model will fulfill the requirements of either purpose, it is written for those who are willing to look at themselves introspectively--those who are willing to look at their worth....their weaknesses and shortcomings....their needs as related to their aspirations.

Wentling and Lawson (1975) have identified five outcomes of evaluation which are significant to the introspective minded institution.

A. TO AID IN PLANNING

Evaluative information which provides measures of resources, limitations, and possibilities, is essential to establishing and assessing objectives, and it can certainly be of use in developing plans. Also, such data can help instructors determine the worth of an existing scheme or plan and, in the long run, to determine if the overall plan has been reasonable and if goals have been achieved. So, the gathering of information as well as the determination of worth plays a very important role in planning.

B. TO AID IN DECISION MAKING

Decisions, regardless of their magnitude, must be based on a certain amount of information. Decisions regarding assignment of personnel to programs; selection of students; program changes, additions or deletions; and decisions regarding the selection of alternative proposals all require that objective information be gathered so that an individual or group of individuals can make a defensible decision. Decisions which are based on the intuition alone often lend to undesirable outcomes. Rational decisions based upon evaluative information, are defensible and justifiable to program staff, the institution administrators, and the underwriters of public or private instructional programs. So, evaluation information can not only aid in making decisions, but its use will justify those decisions to others.

C. TO UPGRADE PROGRAM PERSONNEL

Evaluation can also be of benefit to instructional or ancillary personnel. A comprehensive evaluation system is capable of identifying deficiencies and strengths of personnel performance, thus helping personnel to improve upon their performance. Many times the evaluation of faculty is conducted only to bestow tenure and promotions or to meet governing board mandates. However, staff performance is probably the most important contributor to the success of a program, and evaluation is invaluable to the improvement of staff performance. Not only will evaluation work to upgrade evaluated staff, but staff members who are involved in the evaluation and its procedures will gain a measure of evaluative expertise which should help them plan and evaluate their own activities. In this respect, participation in evaluation can be viewed as a professional development activity.

D. TO IMPROVE PROGRAMS FOR STUDENTS

Evaluation of programs will nearly always contribute to the better service of students. Obviously, if evaluation offers both value judgments regarding what is happening within the program and consultative suggestions for improvement, then ultimately this will have an effect on students. The improvement of programs and offerings is the most important goal that evaluation can assume. It is important that evaluation activities be integrated to supply

information for planning and decision making and for assessing the merit of what currently exists. In addition to assessing the outcome of an activity, the evaluator must know what circumstances worked to bring about the outcome. If a program fails to promote desired outcomes, attention must turn to the identification of actions, components, or characteristics which have led to the ineffectiveness of the program. Once program deficiencies have been identified, corrective action may be taken. Processes or components which have been found to contribute to a program's success may be adapted to other programs or to other portions of the same program.

E. TO INSURE THE ACCOUNTABILITY OF EXPENDITURES

Both corporate and public hopes for evidence to indicate whether the outcomes of a program are worth the investment in it should be fully realized by evaluation. Just as a Wall Street broker assesses a return on his investment in the stock market, the taxpayers and the stockholders are seeking to justify their investment in public and private education. All this requires more than a financial audit of accounting records. Accountability requires a presentation of a program's results (e.g., placement of students in jobs, achievement scores, increased sales, more effective management) in relation to incurred costs and established objectives. Accountability can be considered from both an internal and an external perspective--internal program managers and administrators also need measures of accountability to help justify their decisions regarding the expansion, deletion, or revision of existing programs. A well-conceived evaluation program or system within an education or training institution can help to meet this accountability requirement.

Institutions that are involved in a positive evaluative process will realize other marginal benefits that will be of significance.

One such benefit is increased teacher motivation toward improvement. As school personnel become involved in the process of addressing their day-to-day needs; not as a recipient, but as a participating partner, a greater degree of job satisfaction should be noted.

In addition, an improvement endeavor such as LEAP involves the joining of community and the institution in the educational process. This community involvement promotes community awareness, support, and interest in the institution. This joint participation allows for the meshing of students needs and aspirations with the needs of business and industry and, as a result, improves job placement opportunities for graduates of the institution.

Project LEAP has much potential as an improvement guide for the institution, program, and staff. However, the student is the benefactor since, hopefully, all activities will ultimately lead to increased learner gain.

ACKNOWLEDGEMENTS

PROJECT STAFF

Kenneth C. Easom
Associate Director for Instruction
Athens Area Vocational-Technical School
Athens, Georgia

Judy L. Taylor
Evaluation Specialist
Athens Area Vocational-Technical School
Athens, Georgia

Judy H. Hulsey
Coordinator of Instruction
Athens Area Vocational-Technical School
Athens, Georgia

James W. Wilson
Coordinator of Instruction
Athens Area Vocational-Technical School
Athens, Georgia

Iris S. Edwards
Project Secretary
Athens Area Vocational-Technical School
Athens, Georgia

PROJECT CONSULTANTS

Freeman W. Eades
Department of Vocational Education
University of Arkansas
Fayetteville, Arkansas

Tim L. Wentling
Department of Vocational Education
University of Minnesota
Minneapolis, Minnesota

Griffin Brooks
Coordinator of Job Placement
Athens Area Vocational-Technical School
Athens, Georgia

Leslee J. Bishop
Department of Curriculum and Supervision
University of Georgia
Athens, Georgia

John Preston
Department of Vocational Education
Georgia State University
Atlanta, Georgia

Faculty and Staff
Athens Area Vocational-Technical School
Athens, Georgia

FIELD TEST LEADERS

Gerald Allen
Coordinator of Instruction
Pickens Area Tech
Pickens, Georgia

Hubert Gunn
Coordinator of Instruction
Swainsboro Area Tech
Swainsboro, Georgia

Jim Dooley
Coordinator of Instruction
Savannah Area Tech
Savannah, Georgia

III. Program Design

General Comments

LOCAL EDUCATIONAL ASSESSMENT PROGRAM, hereafter referred to as PROJECT LEAP, was developed for a specific purpose: To develop a mechanism for local institutions that would provide for institutional, program, and individual improvement in the educational process. Hopefully, the material and methodologies contained within this document will provide a basis for vocational-technical institutions to strive toward this goal.

An effort was made to construct a model that met the following criteria:

--a "comprehensive" model....one that encompasses perceptions from all segments of the educational community.

--a "cyclic" model....one that allows for continuous assessment of needs and continuous growth activities.

--a "valid" model....one that was based on the modification of proven assessment instruments and techniques.

--a "usable" model....one that was exportable and not beyond the purview or beyond the realm of reasonable expectations for implementation with current staffing patterns.

--a "useful" model....one that meets the accountability requirements of Federal, State, and local demands.... one that would provide a basis for meeting the goal of institutional, program, and individual improvement in the educational process.

IV. DESCRIPTION OF PROGRAM GUIDES

PROJECT LEAP is subdivided into seven guides that have been developed to assist vocational-technical institutions in conducting a systemized approach to local evaluation. With the exception of Guide 1, Introductory; and Guide 7, Institutional, Program and Staff Development; each guide contains four sections: (1) GOALS AND OBJECTIVES; (2) PROCEDURES FOR ADMINISTRATION; (3) PROCEDURES FOR DATA ANALYSIS; and (4) MODEL INSTRUMENTS AND DOCUMENTS.

The first section, GOALS AND OBJECTIVES, defines potential outcomes of the particular aspect of local evaluation. The second section, PROCEDURES FOR ADMINISTRATION, provides a suggested step-by-step sequencing of tasks leading to the accomplishment of the objectives. The third section, PROCEDURES FOR DATA ANALYSIS, presents a suggested method for organizing the information gained into usable data. The forth section, MODEL INSTRUMENTS AND DOCUMENTS, contains copies of instruments and documents that were developed and field tested as part of this project.

The suggested material in this model is designed to assist the local institution in organizing and delivering an evaluation program that produces institutional, program and individual improvement in the educational process. Each institution is encouraged to modify or adapt this material in order to meet its individual needs.

A brief description of the seven guides included in this model is as follows:

A. GUIDE 1, INTRODUCTORY--The Introductory Guide provides a system overview that includes a rationale, acknowledgements, and design components. Also included are suggestions for implementation and utilization in the local setting.

B. GUIDE 2, CONSULTATIVE TEAM EVALUATION--The Consultative Team Evaluation Guide provides a procedure for conducting a needs assessment by a team of experts from related business and industry. The LEAP Matrix in this introductory guide depicts the factors and indicators assessed by the Consultative Team Evaluation and also includes the derivation of the sample instruments used in the assessment process. The guide contains sample documents and instruments that may be used as a basis for this type external assessment.

C. GUIDE 3, STUDENT PERCEPTIONS--The Student Perceptions Guide presents a suggested methodology with sample documents, for conducting a Needs Assessment with in-school students. The matrix in this introductory guide depicts the factors and indicators assessed by the students and also includes the derivation of the sample instruments used in the assessment process.

D. GUIDE 4, INSTRUCTOR PERCEPTIONS--The Instructor Perceptions Guide presents a suggested methodology, with sample documents, for conducting a needs assessment with institutional instructors. The matrix in this Introductory Guide depicts the factors and indicators assessed by the instructor and also includes the derivation of the sample instruments used in the assessment process.

E. GUIDE 5, ADMINISTRATIVE AND SUPERVISORY PERCEPTIONS--The Administrative Perceptions Guide presents a suggested methodology, with sample documents for conducting a needs assessment with the administrative and supervisory staff. The matrix in this Introductory Guide depicts the factors and indicators assessed by the administrative and supervisory staff and also includes the derivation of the sample instruments used in the assessment process.

F. GUIDE 6, FOLLOW-UP AND COST ANALYSIS GUIDE--The Follow-up and Cost Effectiveness Guide provides a suggested procedure, with sample documents, for conducting a needs assessment from the external sources of former students. This guide also suggests various uses of extant enrollment and placement data that should be available within the local institution. Also included is a cost effectiveness computational method that may be used for relative comparison of institutional programs. The matrix in this Introductory Guide depicts the factors and indicators assessed by these sources and also includes the derivation of instruments used in the assessment process.

G. GUIDE 7, INSTITUTIONAL, PROGRAM, AND STAFF DEVELOPMENT--The Institutional, Program, and Staff Development Guide provides a suggested method to organize and implement improvement activities designed to fulfill those institutional, individual, and program needs identified through the needs assessment process.

V. UTILIZATION--SOME CONSIDERATIONS

A. FACULTY AND STAFF INVOLVEMENT

In order for a project of this nature to be successful in a local setting, several ingredients are necessary.

1. The purpose of the evaluation must be emphasized. LEAP is designed to allow all staff to participate in improvement activities that are of direct benefit to them and their students. LEAP does not exist to evaluate teacher performance as it relates to their employment or non-employment status.

2. It is essential that all staff understand the procedures and responsibilities involved in the total process. Only by understanding the total process can they relate the importance of their participation.

3. It is essential that faculty be represented in all planning committees related to the program. Faculty should participate in the selection of external evaluators, in scheduling, in modifying or developing instruments, and, most importantly, in identifying those needs to which they will address their individual improvement programs.

Only by full participation and open communication can a project of this nature develop the idea that "We" are doing this. The process of faculty orientation and involvement cannot be over-emphasized in that cooperation, support, and commonness of purpose of the total staff must be present.

Some suggested avenues for faculty and staff orientation are:

----Through in-service meetings

----Through general faculty meetings

----Through divisional or departmental meetings

----Through individual conferences

B. LOCAL NEEDS

Project LEAP was developed to meet the needs of the developer institution and hopefully to have application to similar institutions.

Prior to the implementation of any segment of the model, a faculty-administrative committee should review all components, including objectives, procedures, and sample documents and instruments and make modifications which fulfill their particular needs. Sample documents give suggestions concerning the appearance and design of survey instruments and principles of interviewing. Institutions should also determine the current state of needs assessment, evaluation, and development programs already employed.

C. LOCAL ORGANIZATION AND DATA FLOW CHART

Local personnel responsibilities must be defined by each institution adapting and implementing this or other assessment-development models. The data flow chart which follows depicts three levels of responsibilities.

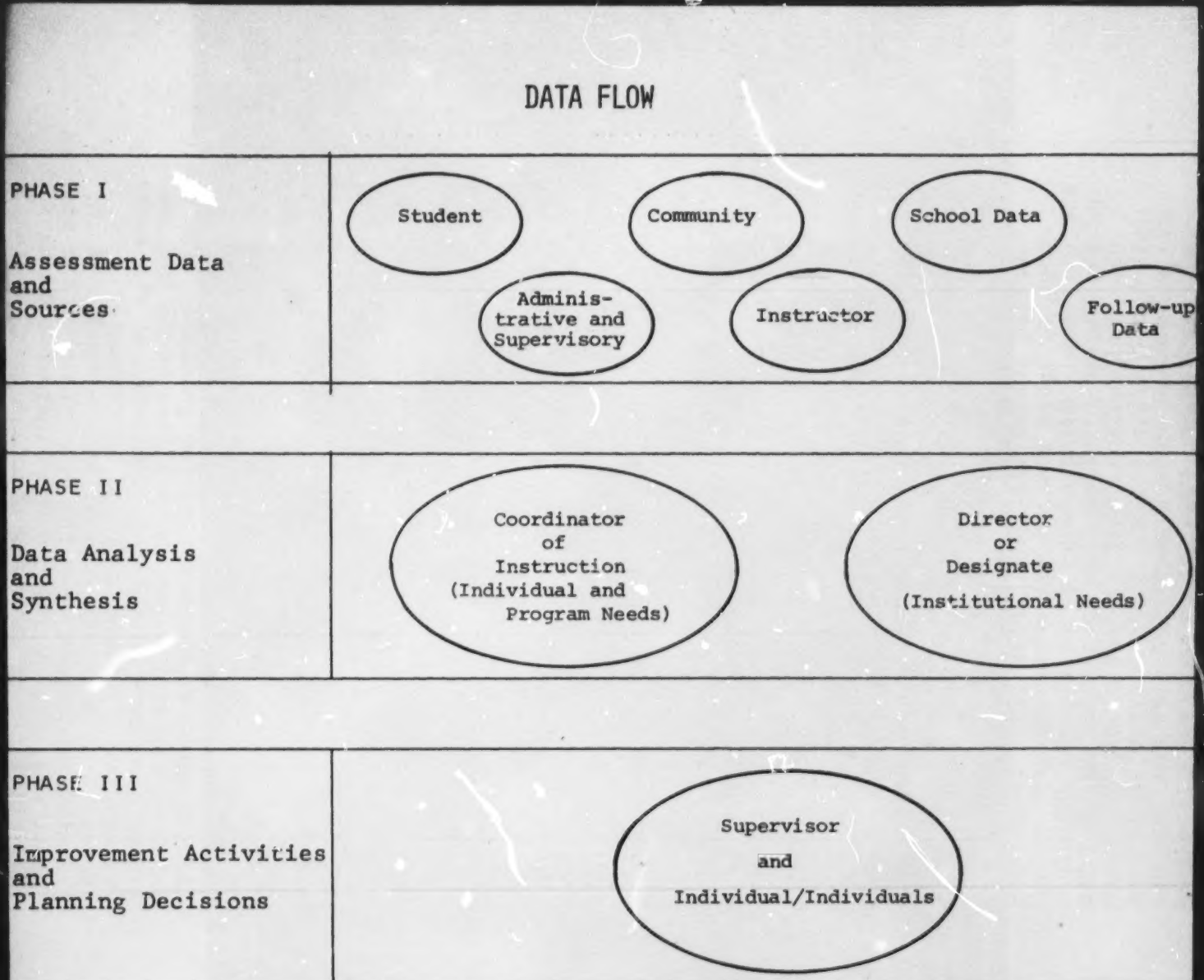
In the first phase "Needs Assessment," an individual, termed the Institutional Representative in this model, should be assigned to coordinate the assessment process for each data source.

In the second functional phase, Data Analysis and Synthesis, one person should be assigned the responsibility of receiving, organizing, and maintaining data in a format that relates to an individual or an instructional program. A second person should be assigned accordingly for those institutional needs that are identified.

The third phase personnel, which consists of instructional supervisors and their instructional staff or the institutional director/designate and appropriate staff, must set priority needs, develop improvement plans, implement those plans, and evaluate the results.

Although institutional representatives are selected to implement each component of this project, an Evaluation Coordinator should be selected to coordinate the comprehensive institutional effort. This person would oversee the project and be available to the Institutional Representatives for guidance. The Evaluation Coordinator's responsibilities would include seeing that each activity is conducted at the appropriate time, that the flow of information is appropriate, and that activities are conducted in a manner consistent with the objectives of the program. In essence, the Evaluation Coordinator would have the responsibility of assuring that the total evaluation is properly conducted.

DATA FLOW


PHASE I
Assessment Data and Sources
Student
Community
School Data
Administrative and Supervisory
Instructor
Follow-up Data
PHASE II
Data Analysis and Synthesis
Coordinator of Instruction (Individual and Program Needs)
Director or Designate (Institutional Needs)
PHASE III
Improvement Activities and Planning Decisions
Supervisor and Individual/Individuals

D. COMPONENT UTILIZATION

The LEAP model is designed so that the total system or selected components may be used. Many times, rather than conducting a comprehensive needs assessment, supervisors or administrators have identified specific operational needs or have "hunches" regarding potential problems they wish to assess. In cases such as these, specific components of the assessment design can be selected to verify or identify the same.

The Model, as designed, is cyclic. It can be utilized on an annual basis with logical flow from one year to the next (Refer to Project LEAP Schematic, Sample Document 1). Logical sequencing dictates that certain components be used at certain times. For example, annual follow-up activities should be designed to occur after graduation; student perceptions should not be assessed during students first week of attendance.

The Calendar of Events (Sample Document 3) provides a suggested schedule for implementation of the model.

E. DATA ASSIMILATION

It is imperative that the local institution define a specific procedure for the assimilation of data. All institutions constantly generate usable data but few have a legitimate system which allows it to be pulled together and used for planning or improvement practices. In this Model, as needs are identified by each assessment phase, they are entered on a profile sheet that relates to an individual, a specific program, or the institution in general (Needs Analysis Profiles, Sample Documents 7, 8, and 9). At the conclusion of the assessment phase these profiles provide a composite view of all assessed needs.

F. STAFF AND PROGRAM DEVELOPMENT

Early in the game it must be recognized that improvement is the primary goal of this process. One should not let assessment become the primary goal. Assessment is important but only to identify needed improvements. This model utilizes a contractual method to define improvement programs.

Improvement activities should be focused on those needs contained on the appropriate Needs Analysis Profile. Selection of needs should be based on mutual agreement

of priority between the individual responsible for the activity and the immediate supervisor. The evaluative criteria used to judge successful completion of the improvement activity should also be based on mutual agreement.

Other methods may prove to be more effective in certain environments. The important point is that through a cooperative effort, the institution improves, the program improves, and the individual improves, which result in increased learner gain.

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VII. Statement of Information Regarding Project

AS STATED IN THE CONTRACTUAL AGFEEMENT BETWEEN THE CLARKE COUNTY BOARD OF EDUCATION AND THE GEORGIA STATE BOARD FOR VOCATIONAL EDUCATION, ATHENS TECH WILL:

A. Make itself available to other school systems in the State of Georgia as a Demonstration Center.

B. Make appropriate presentations and conduct workshops for interested school systems in the State of Georgia.

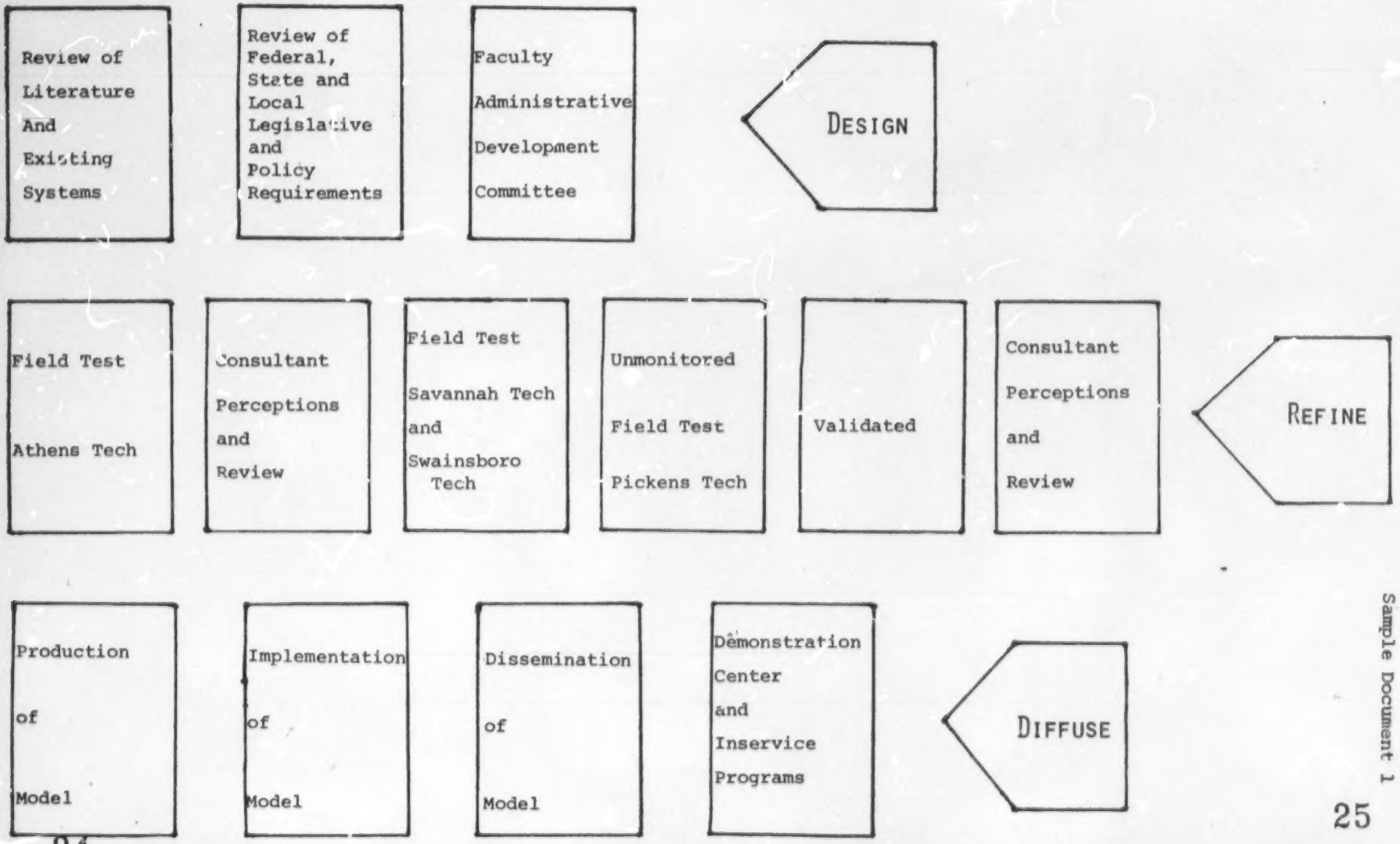
C. Deliver to the State Board a procedural guide regarding Project LEAP for each Area Vocational-Technical School in Georgia.

SAMPLE DOCUMENTS
INTRODUCTORY GUIDE

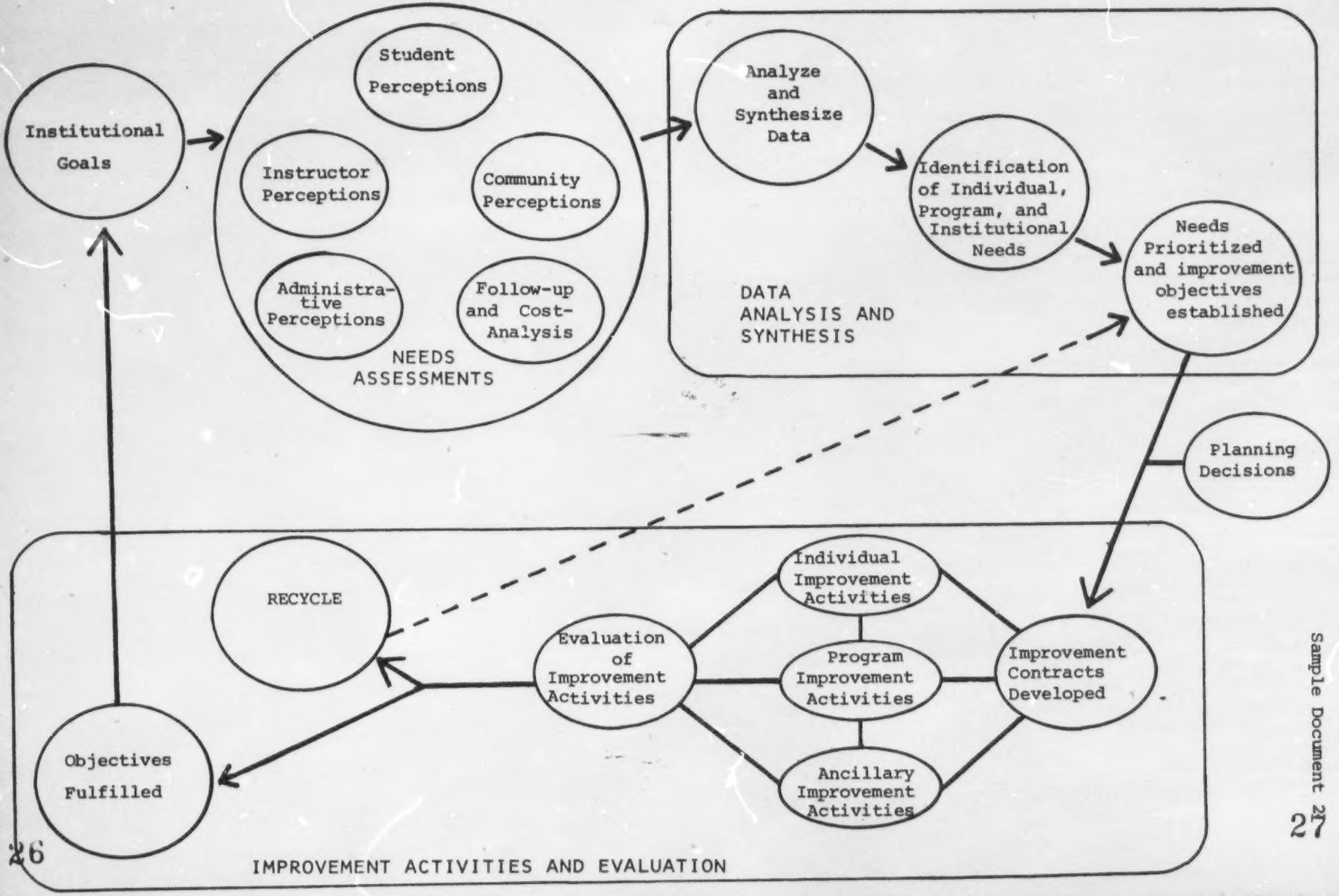
	Document Number
Project LEAP Developmental Sequence	1
Project LEAP Schematic	2
Calendar of Events for Implementation of Project LEAP	3
Appearance and Design of the Instruments	4
Principles of Interviewing	5
LEAP Matrix	6
Occupational Program Needs Analysis Profile	7
Individual Needs Analysis Profile	8
Institutional Needs Analysis Profile	9

PROJECT LEAP

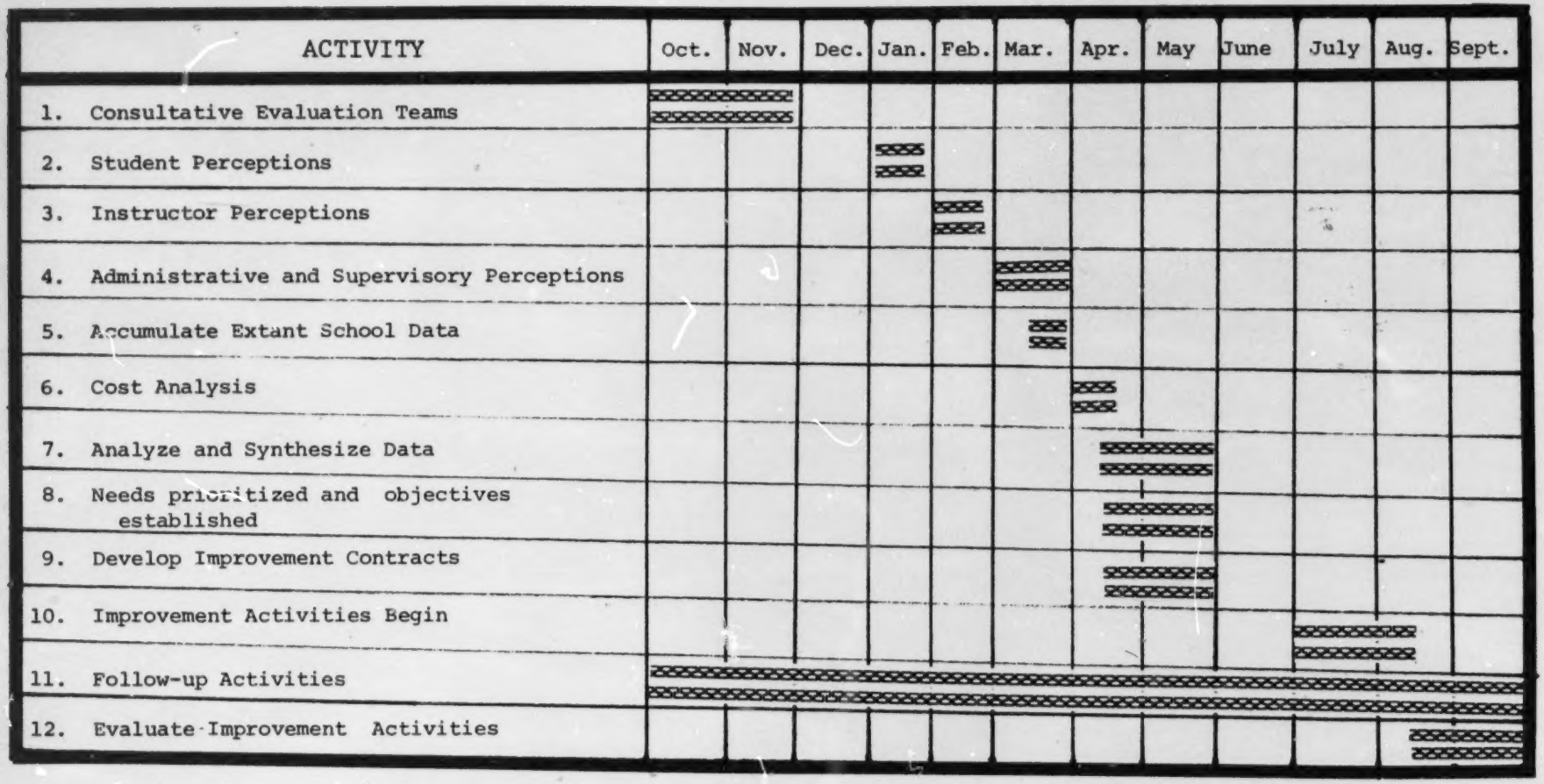
DEVELOMPMENTAL SEQUENCE



PROJECT LEAP SCHEMATIC



CALENDAR OF EVENTS
FOR IMPLEMENTATION OF
PROJECT LEAP



APPEARANCE AND DESIGN OF THE INSTRUMENTS

Wentling and Lawson, (1975) give suggestions for developing and modifying needs assessment instruments and techniques. To attract and hold attention, assessment instruments must be visually appealing, readily understandable, and easily completed. Research has shown that the following factors affect the return rate of mailed questionnaires:

1. Appearance of the instruments

   a. Attractive design and typing of instrument are important.

   b. Good Quality of paper, preferably colored, should be used.

   c. A cartoon or other humorous approach promotes cooperation.

2. Design of the instruments

   a. The instrument should be brief and allow for easy completion.

   b. The directions should be concise, complete, and placed close to the items so that the respondent will not have to flip back and forth through the questionnaire. Set off directions with heavy, distinctive lettering.

   c. Questions with similar types of responses should be grouped together. For example, check-type responses together and written comments together.

   d. A deadline or desired return date should be given.

   e. The mailing address for returning the instrument should appear in plain sight.

   f. A stamped, addressed return envelope should be included.

   g. The terms "questionnaire" or "checklist" should be avoided. The terms "checklist" or "form" are more acceptable.

   h. Sufficient space should be provided for responding to each question.

i. The follow-up letter should be signed by someone held in high regard by the student.

j. When second notices are mailed, send an additional questionnaire.

k. For aid in tallying, instruments should have a rating scale if one can be appropriately applied.

l. The same rating scale should be used with similar instruments to keep the results valid and interpretable.

PRINCIPLES OF INTERVIEWING

The following interviewing guidelines are cited in the "Locally Directed Evaluation--Illinois Office of Education" and given as suggestions when applicable.

Interviewing is a basic assessment method. An interview is not just a conversation; it is, rather, a carefully thought out technique for finding out from respondents how things are and how people feel and think. The interview itself is not intended to change or influence the respondent. The interviewer, therefore, must be an understanding person, capable of accepting what the respondent says without judging or rejecting.

a. The respondent needs to see the interviewer as someone who is not a threat to his/her immediate or future well-being, nor to his/her self-esteem.

b. The respondent needs to see the Evaluation itself as not posing a threat.

c. The respondent needs to understand, even in a limited way, the purpose of the evaluation, the reason he/she was selected and why his/her cooperation is required.

d. The respondent needs to see the interview situation as a pleasant way of spending some time.

e. The respondent needs to feel, after the interview is completed, that it was a real opportunity to express himself/herself freely on the subject.

To meet these needs of the respondent, the interviewer must be very conscious of what he/she is doing and how it is being done. The following are suggested techniques that help to insure a good interviewing relationship, as well as to obtain an accurate, unbiased interview.

--Be friendly and informal but at the same time, professional in your manner.

--Be sympathetic, interested and an attentive listener.

--Be neutral with respect to the subject matter. Do not express your own opinions either on the subjects being discussed by the respondent or on the respondent's ideas about those subjects.

--Be observant. Be alert to the way in which the respondent expresses himself/herself and to the gestures he/she used.

--Last, but not least, be at ease yourself, in the interview situation. If you feel hesitant, embarrassed, hurried, or awkward, the respondent will soon sense this feeling and behave accordingly.

LEAP MATRIX

FACTOR	SOURCE	TECHNIQUE	MODEL INSTRUMENT	INSTRUMENT DERIVATION
Curriculum Indicators Measured: 1. Curriculum Content 2. Course Sequencing 3. Course/Program Objectives 4. Student/Program Orientation 5. Provisions for Special Need Students 6. Short-term course needs	Students (Currently enrolled)	Questionnaire	Student Perception Questionnaire--Program and Ancillary Services	Georgia Revision of the Purdue Teacher Observation Rating Scales DeKalb County, Georgia Beginning Teacher Assessment Form Waycross-Ware Area Vocational-Technical School Student Questionnaire 1976 Vocational Education Amendments Standards of the Southern Association of Colleges and Schools Athens Area Vocational-Technical School
	Instructor	Questionnaire	Instructor Perceptions Questionnaire, Program	Athens Area Vocational-Technical School
	Consultative Team	Interview and Observation	Consultative Team Evaluation Form	Standards of the Southern Association of Colleges and Schools 1976 Vocational Education Amendments

FACTOR	SOURCE	TECHNIQUE	MODEL INSTRUMENT	INSTRUMENT DERIVATION
				Athens Area Vocational-Technical School Waycross-Ware Vocational-Technical School Evaluation System
	Former Students	Interview and Questionnaire	Student Follow-up, Former Student Program Evaluation	Athens Area Vocational-Technical School State of Illinois--Locally Developed Evaluation System
	Employers	Interview	Student Follow-up, Employers Evaluation of Former Students	Athens Area Vocational-Technical School
	Instructional Supervisor	Interview and Observation	Administrative Perceptions Questionnaire, Program	Standards of the Southern Association of Colleges and Schools Athens Area Vocational-Technical School

FACTOR	SOURCE	TECHNIQUE	MODEL INSTRUMENT	INSTRUMENT DERIVATION
Instructional Equipment	Students Currently Enrolled	Questionnaire	Student Perception Questionnaire, Program and Ancillary Services	As previously identified
Indicators Measured 1. Quantity	Instructor	Questionnaire	Instructor Perceptions Questionnaire, Program	As previously identified
2. Quality 3. Maintenance	Consultative Team	Interview and Observation	Consultative Team Evaluation Form	As previously identified
4. Relativity to Industrial Standards	Former Students	Interview and Questionnaire	Student Follow-up, Former Students Program Evaluation	As previously identified
5. Future Needs 6. Inventory Control	Instructional Supervisor	Interview & Observation	Administrative Perceptions Questionnaire, Program	As previously identified

FACTOR	SOURCE	TECHNIQUE	MODEL INSTRUMENT	INSTRUMENT DERIVATION
Learning Resources Indicators Measured: 1. Variety 2. Quality 3. Quantity 4. Appropriateness	Students Currently Enrolled	Questionnaire	Student Perception Questionnaire, Program and Ancillary Services	As previously identified
	Instructor	Questionnaire	Instructor Perceptions Questionnaire, Program	As previously identified
	Consultative Team	Interview and Observation	Consultative Team Evaluation Form	As previously identified
	Former Students	Interview and Observation	Student Follow-up, Former Student Program Evaluation	As previously identified
	Instructional Supervisor	Interview and Observation	Administrative Perceptions Questionnaire, Program	As previously identified

FACTOR	SOURCE	TECHNIQUE	MODEL INSTRUMENT	INSTRUMENT DERIVATION
Physical Facilities Indicators Measured: 1. Space Adequacy 2. Environment 3. Safety conditions 4. Provisions for Handicapped 5. General School Housekeeping 6. Organization of Classrooms and Labs	Students Currently Enrolled	Questionnaire	Student Perception Questionnaire, Program and Ancillary Services	As previously identified
	Instructors	Questionnaire	Instructor Perceptions, Program	As previously identified
	Consultative Team	Interview and Observation	Administrative Perceptions Questionnaire, Program	As previously identified
	Instructional Supervisor	Interview and Observation	Administrative Perceptions Questionnaire, Program	As previously identified

FACTOR	SOURCE	TECHNIQUE	MODEL INSTRUMENT	INSTRUMENT DERIVATION
Instructor Effectiveness	Students Currently Enrolled	Questionnaire	Student Perception Questionnaire, Instructor	As previously identified
Indicators Measured: 1. Self-Improvement Activities	Instructional Supervisor	Interview and Observation	Administrative Perceptions Questionnaire, Instructor	As previously identified
2. Lesson Plans 3. Communication Skills 4. Professionalism 5. Organization of Instruction 6. Human Relations 7. Instructional Methods and Techniques	Instructor	Questionnaire	Instructor Perception Questionnaire, Instructor	Athens Area Vocational-Technical School

FACTOR	SOURCE	TECHNIQUE	MODEL INSTRUMENT	INSTRUMENT DERIVATION
Instructor Occupational Competency	Instructor	Self-Evaluation	Instructor Perception Questionnaire, Self Evaluation	V-Tecs Manuals Athens Area Vocational-Technical School

FACTOR	SOURCE	TECHNIQUE	MODEL INSTRUMENT	INSTRUMENT DERIVATION
Sex-Racial Bias Indicators Measured:	Students Currently Enrolled	Questionnaire	Student Perception Questionnaires, Instructor, Program and Ancillary Services	As previously identified
1. Curriculum Materials 2. Instructors 3. Student Personnel Services 4. Learning Resources	Consultative Team	Interview and Observation	Consultative Team Evaluation Form	As previously identified

FACTOR	SOURCE	TECHNIQUE	MODEL INSTRUMENT	INSTRUMENT DERIVATION
Instructional Supplies	Students Currently Enrolled	Questionnaire	Student Perception Questionnaire, Program and Ancillary Services	As previously identified
Indicators Measured: 1. Quality	Instructor	Questionnaire	Instructor Perceptions Questionnaire, Program	Athens Area Vocational-Technical School
2. Quantity	Instructional Supervisor	Questionnaire	Administrative Perceptions Questionnaire--Program	As previously identified
	Consultative Team	Interview and Observation	Consultative Team Evaluation Form	As previously identified

FACTOR	SOURCE	TECHNIQUE	MODEL INSTRUMENT	INSTRUMENT DERIVATION
Ancillary and Support Services	Students Currently Enrolled	Questionnaire	Student Perception Questionnaire, Program and Ancillary Services	As previously identified
Indicators Measured: 1. Student Personnel Services	Former Students	Interview and Questionnaire	Student Follow-up, Former Student Program Evaluation	As previously identified
2. Cafeteria 3. Book Store 4. Veterans Administration Office	Instructors	Questionnaires	Instructor Perceptions Questionnaire, Administrative and Support Services	Athens Area Vocational-Technical School
5. Media Center 6. Instructional Materials Center				

FACTOR	SOURCE	TECHNIQUE	MODEL INSTRUMENT	INSTRUMENT DERIVATION
Student Occupational Competency	Employers	Interview	Student Follow-up, Employers Evaluation of Former Students	As Previously identified
Administrative and Supervisory Support Indicators Measured: 1. Leadership 2. Human Relations 3. Diagnostic/Analysis Skill	Instructors	Questionnaire	Instructor Perceptions Questionnaire, Administrative and Support Services	As Previously identified

FACTOR	SOURCE	TECHNIQUE	MODEL INSTRUMENT	INSTRUMENT DERIVATION
Program Cost Effectiveness Indicators Measured: 1. Student placement 2. Instructor costs 3. Instructional Supply costs 4. Equipment Costs	Statistical Data School Records and Reports	Quantitative Method	Cost Effectiveness Measurement Form--Cost effectiveness information derived from Program Extant Data--Student Follow-up Tally Instrument and Composite Report	Athens Area Vocational-Technical School Georgia State Department of Education
	Follow-up	Interview and Questionnaire	Student Follow-up, Early Leavers Form Student Follow-up, Program Completers Form Student Follow-up, Former Student Program Evaluation Student Follow-up, Employer Evaluation of Former Students Student Follow-up, Three and/or Five Years	Athens Area Vocational-Technical School

OCCUPATIONAL PROGRAM NEEDS ANALYSIS PROFILE

Heating and Air Conditioning
Program

1977-78
Year

I. Curriculum

Need	Source
Material on Heating and Air Conditioning compression system refrigerant controls needs updating for relevancy to and consistency with business and industry requirements.	*Visiting Team*
Additional individualized training on Heating and Air Conditioning compression system refrigerant controls is needed to adequately prepare each student for employment dealing with modern refrigeration systems that are automatic in operation.	*Follow-up*
Develop units for individualized instruction on Heating and Air Conditioning compression system refrigerant controls.	*Instructor*

II. Learning Resources

Need	Source
Ten additional audio-visual slide presentations are needed in Heating and Air Condition compression system refrigerant controls to adequately demonstrate subject content.	*Students*
Develop an alphabetical subject cataloging system for Heating and Air Conditioning program.	*Students*

III. Physical Facilities

Need	Source
Change physical arrangement of heating lab to provide each student with 25 square feet of working space	*Visiting Team*

IV. Equipment

Need	Source
Acquire equipment needed for basic solar energy instruction.	*Visiting Team*

V. General

Need	Source
Change the Heating and Air Conditioning Program's policy on tardiness to decrease the number of student tardies.	*Supervisor*
Develop an improved system of student record keeping so that the program records will reflect an up-to-date academic status of all students.	*School data*

INDIVIDUAL NEEDS ANALYSIS PROFILE

John Doe
Individual

1977-78
Year

I. Effectiveness

Need	Source
Increase variety of instructional methods (i.e. audio-visuals, tutorial, lecture, class trips, etc.) to reach as many students as possible.	*Students*
Develop skills in preparing units for individualized instruction.	*Supervisor*

II. Occupational Skills

Need	Source
Acquire skills concerning the construction of solar energy units	*Instructor*

INSTITUTIONAL NEEDS ANALYSIS PROFILE

Athens Area Vocational-Technical School
Institution
1977-78
Year

I. General & Ancillary Services (Bookroom, Cafeteria, etc.)

Need	Source
Bookroom needs to be open two additional hours per day to serve the needs of all students.	*Students*
Litter needs to be picked up from the campus daily.	*Visiting Team*
A cover needs to be constructed over the walkway connecting Buildings A and B.	*Students*

II. Administration

Need	Source
The business division needs to have at least one staff meeting per week to insure communications.	*Instructors*

III. Student Personnel Services (To include Job Placement)

Need	Source
Develop a procedure for informing students of financial aid available.	*Instructors*

IV. Support Staff

Need	Source
Publicize services of Media Specialist so that instructors are better informed as to services available to them.	*Instructors*
Arrange Pre-Tech schedule so that more in-school clients may use this service.	*Instructors*